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ABSTRACT

This document presents the founding conference report for the Society for Field Experience Education (SFEE). The report covers the proposal to establish the SFEE and presents papers and workshop reports. Papers and workshop reports cover the concept of experiential learning, preparation for field experience, field experience objectives and their evaluation, concerns and approaches to the issue of field study follow-up, and a report on plans for a Chicago consortium. (BJE)

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FOUNDING CONFERENCE

SOCIETY FOR FIELD EXPERIENCE EDUCATION

November 10-12, 1972
Hofstra University, Hempstead, N.Y.

REPORT

PREFACE

Finally comes the SFEE Founding Conference Report.

Missing is a report on Workshop III, Administration and Financing. I have written Steven Brooks, Richard Wengenroth and Evalyn Bates for information on that session. When I receive such information I will send it along.

The Steering Committee met again, January 4-5, at the Kellogg Center, Michigan State University, East Lansing, site of next fall's conference. The physical facilities are excellent-large and small conference rooms and accomodations for about 300.

The Steering Committee worked over By-Laws, approved Keith Lupton's plans for a Newsletter and met intermittently with a conference planning committee assembled by John Duley. Frank VanAalst (St. Mary's College, Md.) represented the northeast; Robert Sigmon (North Carolina Internship Office) represented the South; Roy Snyder (Chicago Commons Assn.) represented the Midwest and William Thomas (UCLA) represented the Far West. You may want to contact your regional representative with ideas, expectations, needs, hopes. All are on the mailing list I previously sent you except Robert Sigmon, whose address would be the same as Dave Edwards'

The 1973 Conference promises to launch the Society as a real service organization. There will be many more workshops than at Hofstra, and they will be repeated to minimize agonizing conflicts. A greater effort will be made to bring people with common interests together.

One purpose of having regional representatives on the planning committee is to provide a field experience which will be useful to the members in planning four regional conferences in 1974. We are exploring the idea of alternating regional and national conferences, one each year.

Finally, a word about the report. Our lead time for the 1972 conference was slim. Among other things, we did not make adequate arrangements for documenting the proceedings. (You will be pleased to know that Bernard Charles, Rosalind Feinstein and Keith Lupton are working on a plan for a more vivid and useful record of the 1973 conference.) What follows is what I have been able to collect from Friday night's speakers, the recorders of the four, Saturday workshops and others who kept good records. If you would like more information on metters discussed I suggest you contact that speaker or the leader of that workshop.

Many of you have been gracious enough to suggest the experiential value of the Hofstra Conference, and that it was an appropriate beginning for a Society for Field Experience Education. I hope the documents which follow will help you reconstruct and appraise that experience.

Howard Lord
Conference Coordinator
February 5, 1973

1972-73 STEERING COMMITTEE

President: James Feeney, Off-Campus Study Coordinator, New College Sarasota, Florida

Vice Prisident: Bernard Charles, Academic Dean, Livingston College Rutgers University, New Brunswick, New Jersey

Secretary/Treasurer: Donald Richards, Student, New College, Sarasota, Florida

Rosalind Feinstein, Student, Empire State College, Old Westbury, N.Y.

Michael Hart, Director, Georgia Youth Affairs; Special Assistant to the Governor, Atlanta, Georgia

Howard Lord, Director of Encounter, New College of Hofstra University, Hempstead, N.Y.

Louisa Sellars, Student, Friends World College, Plover Lane, Huntington, N.Y.

Robert Sexton, Chairman of the Board, National Center for Public Service Internships; Director, Office of Academic Programs, Commonwealth of Kentucky, Frankfort, Kentucky

PLANNING COMMITTEE, 1973 CONFERENCE
November, 1973, Kellogg Center
Michigan State University, East Lansing Michigan

Chairman, John Duley, Director, Field Program, Justin Morrill College, Michigan State University, East Lansing, Michigan

Robert Sigmon, Director, North Carolina Internship Office, 116 West Jones Street, Raleigh, North Carolina

Roy Snyder, Chicago Commons Association, 915 North Wolcott Avenue, Chicago, Illinois

William Thomas, Dean, Vocational Career Services, University of California, 405 Hilgard Avenue, Los Angeles, California

Frank VanAalst, Director, Off-Campus Studies, St. Mary's College, St. Mary's City, Maryland

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AMENDED PROPOSAL TO ESTABLISH THE SOCIETY FOR FIELD EXPERIENCE EDUCATION

NAME:

The name of this organization shall be The Society for Field Experience Education.

PURPOSES:

1) To generally encourage the development of field experience education in society;

2) to facilitate open sharing of ideas and activities among persons and institutions concerned with off-campus, field experience as a significant component in education;

3) to develop and support exploration of issues in field education as identified by the membership;

4) to be a source of information and expertise for those seeking assistance and counsel regarding development, management, expansion and revision of field experience programs or projects.

MEMBERSHIP:

Open to any person or institution interested in field experience education. Membership confers voting privileges and is established upon payment of fees:

Institutional Membership	$50.00
College Faculty or Staff	10.00
Students	2.00
Other Individuals	10.00

STRUCTURE:

The basic mechanisms for sharing of ideas and experience shall be the Annual Conference, preferably hosted by an institution involved in field education, and task forces growing out of the Annual Conferences. Society business shall be transacted at a Business Meeting held during the Annual Conference and open to all members. A simple majority of members present and voting shall rule on proposals not involving amendment to the by-laws.

The membership present at the Business Meeting shall elect a Steering Committee to serve until the next Annual Conference. The Committee shall be composed of nine persons, each person being chosen from one of the following three categories, each category having three representatives:

campus-based persons - faculty or staff at educational institutions;
field-based persons - agency or community persons;
students - enrolled students at time of election.

ELECTION OF THE STEERING COMMITTEE:

The procedure for election of the Committee by the assembled membership is as follows:

Any member desiring to be in nomination for election to the Steering Committee shall place his or her name on the ballot list, under the appropriate category, at the Annual Conference. The times during which nominations are open and the location of the list will be announced and displayed prominently. Persons unable to attend the Annual Meeting but wishing to be on the ballot shall notify the Conference Coordinator to that effect prior to the Annual Conference. The Coordinator will then place the names on the ballot list.

Each member shall cast votes for three nominees in each category.

The three nominees in each category having the highest vote totals shall be declared elected.

The person receiving the fourth highest vote total shall be designated Alternate for that category, to serve if one of the members connot fulfill his or her term.

All Committee members shall be members of the Society. Their professional activities (e.g., college professor, field director, student) will determine the category in which they are placed for nomination and election purposes. In the event that a person holds claim, by virtue of his or her activities, to placement in more than one category, that person shall select the category in which he or she desires to be placed.

STEERING COMMITTEE PURPOSE AND ORGANIZATION:

The Committee is charged to carry out the Society's purposes as described in the proposal (and to be incorporated into the by-laws). To do this, it shall elect from its membership the following officers:

A Chairperson to provide leadership to the Committee and Society, chair the annual conference and maintain the Society's resource files for research and program development use.

A Vice Chairperson to assist the Executive Secretary for one term of service, after which he or she shall become Chairperson for another term of service. For the initial term of the Steering Committee's activity, and in the event the Vice Chairperson is unable to serve, the Chairperson shall be elected by the Committee from its membership.

A Secretary-Treasurer to keep accurate records, to receive and disburse the Society's funds, and to account for the management of those funds.

INCORPORATION AND BY-LAWS:

By-Laws will be presented for consideration at the Field Experience Education Conference to be held in November 1973 at Michigan State University.

The By-Laws will cover the following topics in addition to those covered in this proposal: quorums for Business Meetings and Steering Committee Meetings; provisions for amendment; procedures for calling meetings and presenting proposals for action to the membership.

SOME ANNOTATION ON THE PROPOSAL, being especially notes on what the Society is NOT.

The majority of participants felt a need for a continuing forum where they could share ideas with colleagues. A corresponding need was for mechanisms whereby persons searching for specific information and resources can get help. We believe the informal society we have proposed can satisfy these needs.

We use the term "informal" because we have tried to establish just enough structure to insure that desired interchange will happen, but not so much structure that self-promoting elites will be created to further validate Parkinson's Law. Thus, we envision no paid staff positions, except perhaps for a small number of student interns to the Steering Committee and/or special task forces. A paid professional staff seeks to create a dependable constituency to serve it. Expenses of mailings, maintaining the resource files, and organizing the annual meetings, can be covered by membership dues. We envision a self-sustaining organization not dependent upon special grants and therefore not beholden to the fads and purposes which influence the foundations.

When we speak of being a source of "information..." we do not refer to placement of specific students or professionals. Rather, we intend that the Society hold information for use in research and program development. For example, if a school is considering an Appalachian field program, it could learn from the Society the names of many, if not most, of that region's field education people and programs. It could not learn about placement openings, per se. The Society would provide information sources (along now familiar Whole Earth Catalog lines, perhaps), not speak for persons and institutions. They can speak for themselves.

In closing a note on the proposed name: Society for Field Experience Education. "Society" because we envision a forum of interested but not always agreeing or similarly inclined persons, not an "association" to determine who is a "true" field educator and who is not. "Field Experience" because we focus on that part of education which takes place outside the academic classroom, though not necessarily outside the framework of academics. Field Experience can encompass all the situations when the college student is involved in communities, in cultures outside the campus, in organizations and their purposes.

APPENDIX I - Definition of Student

The term "student" in the proposal and by-laws refers to one who is actively registered full or part time in an educational institution and/or field activity and is considered a student by that institution or field host.

APPENDIX II - Institutional Membership

The Society is a membership organization dedicated to the service of the members. To realize its service goals it must have a fund to support the Steering Committee and Task Force activities and to subsidize the Annual Conference. One way to obtain such a fund is through outside sources such as government and foundations, but outside funding almost always requires that the recipient direct its purposes into special channels which may not always coincide with member needs. For this reason the Society opted to secure its working capital through member dues. It is felt that institutions benefit disproportionately from membership because they can utilize a wide variety of the society's services and because they receive considerable program exposure through the Society. Further, they have greater resources than the individual. Thus, the call for institutional membership at a fee higher than individual memberships.

Welcoming Remarks, Dr. William McEwen, Provost, Hofstra University

It is indeed an honor and a pleasure to welcome each one of you to the Hofstra campus. Although I sincerely mean these official greetings as an officer of the University, I intend much more. For I have long been a strong advocate for Field Education as an important ingredient in the development of higher education.

The development of higher education for the past decade might be viewed in accordance with the Hegelian dialectic. Hegel, you will recall, interpreted human history in terms of a tension between opposite forces. On the one hand, there is the thesis, and on the other hand, the antithesis. Out of the tension between these forces there emerges synthesis which combines the best of each and adds something more: duties--rights--justice. In the development of higher education over the past decade, traditional pedagogy with a few student options is the thesis. Nontraditional pedagogy with increased student options has been the antithesis. Hopefully, out of the tension between these approaches there will emerge a synthesis that will provide an innovative educational environment that is conducive to the student's self-learning and self-development.

A most improtant contribution toward this synthesis was provided from 1966 - 1970 by student dissenters. If we listened to the students' protests there was much for us to learn. How did we respond? May I use a parable?

> Two little six-year old girls, Maryann and Sally were playing with their dolls. Sally asked Maryann to go out in the front yard and bring in the doll-buggy. When Maryann returned, she said: "Sally, do you know what?" "What?" said Sally. "Well!" Maryann replied: "I just saw an intra-uterine device on the veranda." "Well!" said Sally: "But what's a veranda?"

During the periods of campus unrest many students seemed to exhibit Sally's rare combination of being naive about the traditional and sophisticated about the nontraditional. Students seemed to many of us to be naive like Sally about the veranda when they rejected the study of history and other traditional disciplines as irrelevant rubbish, and when they condemmed the reasearch interests and the political liberalism of many faculty as a hypocritical mask for the establishment. But it was with greater sophistication, wisdom, and moral commitment than possessed by most adults that these students protested against Vietnam, against racial injustice, against overpopulation, against environmental pollution and against political corruption. Not only did they press us to practice what we preached; but they made us realize that the college campus could become a two-generation community of minds that could exert a constructive influence on the national society.

By working together, teachers and students could cooperatively reconstruct our cultural heritage into a more coherent and more adequate pattern of humane values.

In addition to social reconstruction, these students pressed us toward educational reconstruction - to recognize the necessity for moving from an authoritarian model of a one-way teacher-student mode of dictatorial learning toward a more autonomous model of self-learning. This is a two-way student-teacher cooperative process in which the student becomes actively self-engaged in his own learning.

Now, that the pressure of student protest has subsided, will educators relax their concern about the student's self-learning. This would be tragic. I am confident that you who are concerned about and are engaged in Field Education are commited to maintaining the essential thrust of the student's self-engagement in learning. I am equally confident that you are fully mindful of the responsibility which your commitment imposes.

THE CONCEPT OF EXPERIENTIAL LEARNING

Dr. Martin Kramer, Director of Higher Education Planning
Department of Health Education and Welfare

Many of you would have liked a speaker to talk about some of the practical uncertainties of the movement toward experiential learning. I have to say in advance that I can give little or no help of this kind. My own thinking about the movement suggests what are some of the problems that are really important to solve, but not the solutions themselves.

I would like to impose a little order on my thoughts by putting them under three headings. First is the question, why are we all here? Why has the experiential learning movement taken off so dramatically in the last few years? Second, I would like to take a fairly hard look at some of the ambivalence that surrounds such programs. It seems to me that one of the worst habits of academia has been at work here - the habit of masking real tensions with decorous phrases. Third, I would like to think out loud a bit about what students really need. Whether field experience programs succeed depends on whether those needs are met.

First, then, why has the experiential learning movement taken off so dramatically? This topic can be broken down in turn into three parts: constants, variables and modes of response. The constants, it seems to me, are the perennial inputs which maturation requires. We are talking about people age 18 to 22, a time in life when the need to grow up is intense if it has not already been achieved. For many young people it plainly has not been achieved. They have observed little and participated less where adult life is concerned. Off-campus experience will let them do both. Because educational institutions in our society seem to have a residual responsibility for what other institutions leave undone, the colleges have stepped in to organize and sanction such off-campus activity.

This is really bizarre in a way. It is a little bit as though churches set up Sunday schools in atheism, or as though a gourmet restaurant sold books on dieting. But given that educational institutions assumesuch a residual reponsibility, the phenomenon is not so odd: they are meeting a need which someone must meet because somehow it must be met for each generation.

The variables are both social and personal. I think it is undeniable that society has changed in two important ways. First, to borrow from some wise observations of James Coleman, our children have become information-rich but experience-starved. Such a change is bound to have devastating effects on institutions which are organized for the creation and delivery of information. They have to learn to survive in a world in which the scarcity of their product no longer makes it something people are willing to sacrifice for, endure boredom and discomfort for, and postpone other things for. We are similarly satiated with opportunities of urban life, with a corresponding tendency to count the cost far more than we used to.

Another extremely important social change that is pushing the field experience movement is a second order effect of the abundant access to education just mentioned. The extrinsic value of education is dropping sharply. It used to be that people with college degrees had privileged access to rewarding jobs and life-styles. The jobs they could get in the burgeoning public and private bureaucracies were relatively better paid, cleaner and more secure than other jobs. This seems to be vanishing fast. As a result, students are less willing to count on credentials themselves to assure their futures. They need more urgently to find out what different kinds of life provide in terms of direct satisfaction, since extrinsic rewards are much less certain.

I think, however, that students themselves are a variable here--that the young really are different as individuals, and not just their society. You may very well disagree with me on this, and I do not have really convincing evidence to persuade you. But I think, for example, that the fantasy lives of students nowadays are often curiously impoverished. It is very uncharacteristic for them to think about what they would do if they were this or that public figure--Henry Kissinger say, or one of the Beatles. They rarely seem to have fantasies about what they will do when they are over thirty--by which point they would have had time to shape a life.

Why is this matter of fantasy so important? Because being able to have fantasies about what you are going to do with your life has, in fact, been a sustaining force for most people going to college in the past. A very important reason why all of us are here is that fantasy does not serve this function at all well now. Many young people have to <u>do</u> a job in order to <u>think</u> about the job.

This brings me to my second topic--the tensions in the concept of field experience. One of those tensions is that the more apparent is the need for such programs, the harder it is to mount them successfully. If, for example, a student has a hard time thinking about a career without actually engaging in it, it will also be hard for him to get as much out of experience as for someone who fantasizes easily. A student who did not need experience for this reason might easily take from an experience as a hospital orderly a sense of what it would be like to be a surgeon or a hospital administrator. But that may be impossible for the kind of student who needs off-campus experience most crucially.

A second tension lies between wishing to blur the distinction between the real world and the academy and the counter wish to reaffirm it. We want to make the campus less isolated and mix the generations. But for various reasons, some good and some bad, we also want to say that the two are different--as properly different as theoretical and practical knowledge. The good reasons are all related to the Coleman point made before: when students have righted the balance between experience and information, they will be hungry for information again. The bad reasons are also variants of this, but with a kind of back-lash animus: "Once those kids find out how miserable it is to be out there in the real world, they will be only too happy to be back on campus and settle down."

What makes all of this so difficult is our sense of bad conscience about the whole thing. It is so hard to act simply on the fact that society has changed and students have changed, and therefore we must do something different. The kids who are turned off by academic education are doing something devastating to our self-esteem. They are not excited by what we have to offer, they do not see us as role models, they think we are wasting our time and theirs. Sometimes only tenure stands between us and the feeling of worthlessness which the unemployed feel.

Such feelings make us very angry, and out of such anger can come a bad conscience. Out of a bad conscience can come a willingness to say that nothing the college does can ever be right for any student at any point in his life. Or it can result in a paternal effort to provide for the needs of students in their off-campus jobs that falls barely short of tucking them into bed every night. The first tendency undermines the role of the college, the second exerts the authority of that role in a way which makes impossible the degree of independent involvement which will foster maturation, which is the whole point.

One college president addressed a group of us in Washington and said he thought he had the answer. His college would admit students on graduating from high school as usual. But the college would find them jobs and provide a dormitory where they could live. Counselors and professors would be available from the campus by a hot-line arrangement. This is like motorizing bicycles so that people can have more opportunities for exercise.

Some of the most difficult tensions in the concept of field experience education are most apparent, naturally enough, when we turn to the problem of evaluation. One of the reasons we have launched such programs is our bad conscience about what the value of college really is. How, then, can we decide how much credit toward a college degree should be given for such experience since we don't know what a college degree should be worth, if anything?

I see this problem shaping up as a really major one in the next few years, for the reason that society at large may be very unhappy about the result. On the one hand, we have turned to such techniques as learning contracts, portfolio submission and journal keeping for evaluation mechanisms. We have rushed into such techniques because there weren't any better, and because they involved a degree of self-evaluation that found more acceptance with the students. These techniques may be working just fine, but we <u>did not have</u> and <u>do not yet have</u> a serious intellectual basis for convincing the world at large that this is so.

On the other hand, just because not even academics are willing to say what a degree means, there is mounting pressure for criterion referenced examinations that tell the student and the public which may hire him for his services just what he can do. We have here a situation in which increasingly amorphous standards on campus may give rise to rigid ones off-campus. A college degree used to be a pretty fair proxy for intelligence and persistence and responsiveness to externally imposed standards of performance. If it ceases to be,

then our bureaucratized labor market will want something else in addition. Narrow performance tests are just the kind of thing it likes best, since it does not believe in versatility anyway.

All of this suggests that a "crunch" is coming for what has been called "non-traditional study"--one of those decorous phrases I mentioned. External degree programs are going to be caught in the middle, and field experience programs also, though to a lesser degree. People mounting both kinds of programs are, it seems to me, attracted to them for opposite reasons--often, I think, the same people. On the one hand, these programs are seen as a way to get away from objective and external standards where much that is valuable can scarcely be measured at all. On the other hand, these programs are seen as the way to let students show that they really can do, not just take examinations in. We are both less serious and more serious about measuring student achievement and this tension we must try to resolve before others resolve it for us.

Let me here outline some principles for evaluation schemes that will help avoid the "crunch":

First, credit for turning the pages of the academic calendar will simply not be viewed as credible. A major assault is underway on time-in-residence as a criterion of college credit. Time-<u>not</u>-in-residence will surely fare even less well. This becomes a bread and butter matter for both students and institutions, since both student aid and capitation payments by public authorities will surely require accountability over and above an accounting for days and years.

Second, value-added measures are highly promising. If the student is examined on his competence, both before and after his field experience, and receives credit only on the basis of a positive difference, we will be on much stronger ground. The important point here is that a value-added approach will lend legitimacy to evaluation procedures--portfolios etc.--which are in a primitive stage of development and hard to make objective. If a journalism student, for example, writes better and observes more acutely after a semester working for the State legislature, then we can reasonably attribute at least some of the improvement to the field experience, even though we cannot measure just what he learned or know how he learned it.

Third, jobs should be graded, and not just the students who work at the jobs. It is easier to learn something valuable from some jobs than from others. I personally think a student should receive more credit from learning from a lousy job than from an exciting one, for taking a risky job than a safe one and for finding his own job rather than for taking a job others have developed for him.

A final source of tension in the concept of field experience education is that between freedom and obligation. The popularity of the learning contract approach to evaluation is evidence of how widely this is seen to be a crucial issue, so perhaps I should be both brief and cautious in saying anything about it. The one word that needs to be said is autonomy, which means laying down your own rules. This is at the bottom of the contract idea, since the contract is a set of rules that the student agrees to abide by. The problem, of course, is to avoid a sort of "standard lease" form of contract. Cases differ. There is the student who, out of anxiety, deference or passive aggression, refuses to be really a party to working out a plan for himself or responsibly modifying his plans as circumstances change. Others, I suspect, seek only a license to kill time. All, I suspect, have to be cajoled into taking more or fewer risks and more or less responsibility for outcomes and adjustment to unforseen circumstances.

This last point of tension brings me to my third heading: What do students really need in their off-campus experience? They need autonomy, but they need a good many other things as well:

First, they need to feel they are playing for keeps. We think of field experience education as a way of providing opportunities for "real life" experience and for autonomy, but neither of these are possible if it is not really their experience or their autonomy and sensed to be such. This sense of a job being real is by no means easy to foster. Just getting a pay check perhaps used to be enough, but this is surely rare nowadays. What I do is frequently to remind an intern that what we are doing is very real to me. I try, for example, to be quite candid about my own anxiety about getting the work done, even at real cost to all who are doing it. I could have put this point about playing for keeps under the "tensions" heading, since, of course, students also need the opposite: a sense that the commitment demanded of them is as yet only a tentative experimental commitment. But I think the balance has shifted so heavily away from playing for keeps in the direction of tentativeness and disengagement that, for now at least, our effort needs to be on the side of playing for keeps in almost all cases.

A second need is to have sanction for seeking competence and recognition. Recognition and praise do little good unless it is made acceptable to want them and enjoy them. The anti-competitive ethic is very real among today's students, and it inhibits motivation of the most innocent kind, far removed from the stereotypes of ruthlessness against which it is explicitly aimed. It has become important to convey the message that a person deserves to feel good about being able to do something well.

The third need (a negative one) is the need to need less stimulation. The demand for excitement is not, I think, at all greater for today's students, but it takes so much more to make them excited, and this is a staggering handicap. I know of no good solutions here.

What all of these problems call for is not pat solutions but "constructive worrying". We need to:

Worry more about the changes which have made experimental education so essential, but so difficult.

Worry more about variations in the process that gets the student from campus into a job and the process that brings him back again.

Worry more about the things you can't control on the job, but can hope to change the probability of.

RESPONSE: Dr. William Petrek, Dean, Hofstra College of Liberal Arts

My field experience of attending conferences has taught me that respondents to papers do any number of things. A respondent can paraphrase and praise what the speaker has said. A respondent can nitpick, making debating points. A respondent can plead lack of time to develop his ideas, implying that if he had the time he would do a much better job than the speaker. A respondent can recount personal experiences, hoping the audience will find in them a relationship to the speaker's topic which the respondent himself is not able to articulate.

I shall try to avoid responding in any of these ways. A reading of Mr. Kramer's paper has set in motion in me some thinking about how one might go about searching for a conceptual framework for field experience education. I presume listening to Mr. Kramer's paper has had the same effect on you. So in responding, what I want to do is nourish (and hopefully not confuse) your own thinking about a conceptual underpinning for field experience education.

Four Preliminary conditions:

(1) I am doing my thinking within the context of liberal undergraduate education;

(2) A search for the conceptual framework of field experience is simply one way to clarify the conceptual framework of liberal undergraduate education;

(3) I have a fondness for praxis-thinking about which I am often fuzzy. What I am fond of is something quite a bit less than what Hegel pretended to do and quite a bit more than casual musings about my digestion.

(4) Each suggestion I will make involves (to borrow a page from the theologians, themselves notorious borrowers!) a moment of demythologisation. We need to undo certain myths, before we can take a fresh look. Or at least we need to undo certain myths before we create others. This is based on the axiom, for which there is little evidence, that the human consciousness can tolerate only so much myth and no more!

I would suggest that it might be helpful in searching for a conceptual framework for field experience education to explore conceptually five things:

(1) the notion of situation

(2) the reality of experience

(3) the act of teaching

(4) new motivational and educational relationships between vocational, educational and disciplinary exigencies

(5) a certain kind of action as a type of reflection

The Notion of Situation

A geography, or, if you prefer, a topology (in the sense of topos, place) of our normal, undergraduate educational behavior would reveal that faculty and students share a common terrain and a common set of configurations of that terrain. Campus, classroom, library. Even the classroom itself has its own standard configuration. The educational situation skewed by this set of topological habits is somewhat predictable. At their worst, these habits engender academic consumerism. At their best, they produce one kind of learning and the most sensitive faculty participants in the situation and students feel the stress and strain. The stress and strain has to do with insufficient motivation, lack of experience and a kind of unreality that no amount of fantasying can overcome.

I would suggest that if we begin with the recognition that one learns wherever and whenever one learns and not only within formally prescribed situations of learning, we would develop a different geography, a different topology. Rather than destroy our accustomed topology, the new topology would do a number of things: (1) it would help us become more aware of the advantages and disadvantages of our present topology (2) it would suggest a broader and more flexible topology (3) it would very possibly invite us to construct a situation that is a dynamic network of educational situations. Our present topology and the situation it nourishes tends to be static.

The Reality of Experience

Over the years I have been puzzled by certain habitual distinctions we make in discussing higher education. For example, we are accustomed to distinguish theory and practice, academic learning and experiential learning, intellectual development and social-emotions development. The distinctions have some foundation in reality, as the medieval philosophers put it. But somehow the distinctions get in the way of sound, operative pedagogy. Useful distinctions for certain purposes, they harden into institutionalized myths. I would suggest that we nuance our understanding of experience. We should view all learning as an experience (we admit it is a process). We should treat all learning for what it is, a personal experience. If we rightfully interpret classroom learning as a personal experience with all the attendant intrinsic complexity of any experiential situation, we would find the distinction between e.g. academic learning and experiential learning too rigid. We would find an experiential continuum with differences in emphasis and degree, but not in kind. This recognition of an experiential continuum would give us a better interfacing, a more reflected interfacing of classroom-library learning and extra-classroom learning.

The Art of Teaching

When I try to pare the paraphernalia of higher education to its essentials I find one bed-rock essential: the student-teacher relationship. We honor the relationship in our rhetoric, infrequently in practice and yet secular wisdom and experience sanction it. As an essential it is banal enough to be true.

The act of teaching receives various theoretical interpetations and certainly a variety of practical manifestations. And yet, given the limited topology and situation I sketched above and given a dangerously inappropriate slighting of academic learning as experiential, the theory and the practice of the act of teaching come out stunted. If we would extend the notion of common involvement of student and teacher in the experience of learning to situations beyond presently sanctioned situations we would (1) witness some refurbishing of the dialogic and intersubjective dimensions of teaching and learning (2) recognize that many people unpedigreed by the Academy are teachers who could teach not only students, but also pedigreed teachers.

New Relationships Between the Vocational, Educational and Disciplinary Exigencies of Higher Education

Certainly the establishment of such new relationships is what educational innovation in higher education, and per force, field experience education, has been wrestling with. If we accept an equation of freeing with educating, then the question is what frees. The discipline? Certain types of knowledge we traditionally label as liberal arts? Certainly each has its liberating function. It is freeing to enjoy epistemological sophistication. A poem can transmit a nourishing humaneness. However, have we perhaps slighted the vocational interest and involvement as a liberating force. So often we find ourselves in the posture of trying to be sure we educate (free) along with preparing someone for this or that vocation, job. In its most ridiculous form we think we educate when our pre-med student has successfully made his way through a set of general graduation requirements that include the social sciences and the humanities.

We could, of course, perpetuate the myth that the manual arts are not liberalizing. Or, we can limit our recognition of liberation through vocational involvement to the artist and the college teacher. Let's admit it, here we have to do battle with a societal situation in which not all jobs (vocations) are equally liberalizing, a societal situation which resists a liberalizing, a freeing interpretation of the exercise of a vocation.

Neverthless, the vocational interest of the student (or at least her or his quest for determination of vocational interest) is a strong force that needs to be reckoned with educationally and not

simply technically. Such reckoning would, I suggest, lead us to some conceptual readjustment which would require us not only to be more nuanced in our judgment of what frees man, but also more refined in recognizing the interplay of disciplinary, "experiential" and vocational requirements and dynamisms.

A Certain Kind of Action as a Type of Reflection

Heretical, I am willing to be, but I do wish to say that as thin as the line between action and reflection (between speaking and acting) can be at times, it still is a line. However, what I do want to suggest by saying that certain kinds of actions can constitute a type of reflection is that we need to recognize the fleshed character of our thinking, of reflection, of our theoretical activity. It is not an easy matter to sort out clearly what distinguishes work, say, from play, play from thinking, thinking from dreaming, work from action, action from reflection (since we can accept reflection as an act and as some kind of action).

Further, when we examine the conditions for reflection we find the roots of reflection sunk deeply into action, we find a dialectical relationship. What I am suggesting goes a bit beyond either of these realities. In the largest sense there is a manual character to so much of our reflection. We betray the narrowness of our perspective on this with images of the arm-chair scholar or of Rodin's "Thinker". When we examine the larger segments of our reflective activity we wonder where non-reflective experience ends and reflective experience begins, we discover not only books, paper, typewriters, computers, but people and situations which normally we classify as tools and occasions but which we might also interpret as fleshed reflection.

I do not want to suggest that just any kind of action, spontaneous or habitual, qualifies as fleshed reflection. That strikes me as absurd. But just as we construct situations that induce reflection and constitute reflective acts in the regular collegial environment, so we need to recognize that not only can we induce reflection and constitute reflective acts in a non-collegial environment but we can accept that certain types of action, reflectively prepared, are really ways for the student to extend reflection on epistemological, technical, value-centered, disciplinary questions. In many instances, to distinguish the reflective moment from the action to which it corresponds is as difficult and probably as meaningless as distinguishing kiss and lips.

RESPONSE: David N. Edwards, Associate Director,
North Carolina Internship Office

Realizing the theoretical impossibility of responding fully to an entire speech in less time than the original speech takes for delivery, I wish to limit my comments to a few key remarks by Mr. Kramer and so, keep my role in proper perspective. In this approach and in certain subject matter Dr. Petrek and I travel some similar oratorical routes.

First, I think the most perceptive and useful content of the keynote address lies in those sections that describe the tensions, the dynamics, of the educational context. It may now be trite for me to say we are in a period of change in the whole society, and, of course, in higher education. But it is vital to reiterate for emphasis, as Mr. Kramer does, that this change means that adaptability and inventiveness are now necessities not options in the renewal of higher education.

During this period of renewal Mr. Kramer says there is a tension between the degree of need for programs such as field experience and the degree of likelihood that such programs will succeed. He characterizes this tension as an inverse proportion: the stronger a student needs field experience, the weaker the educational value for him through that field experience. While I have some doubts about that, I wish to add that if the statement is true, it is the price we have paid for too long accepting in pure form the prevailing learning mode--lecture and library. The closed system of the classroom has conditioned students to measure carefully the length of their intellectual chains. When the leash is unsnapped a profound disorientation can take place. This is not, however, justification for shielding students from the exigencies of experiential or affective learning. My own experience as administrator of a field experience program taught me to resist preliminary cries of anguish from uninitiated students. The plummet from the nest does not have to end disastrously, but more important, the height disparity or tension between campus and general society need not have existed to begin with.

The leash can be played out (better yet, it need not ever have been used), and the nest can have been lowered by increments or even built on firm earth.

Here Mr. Kramer and I may disagree. There are recurring points in his remarks which reflect the assumption that there is necessarily some basic difference in collegiate existence and "real world" existence. For instance, early in his comments Mr. Kramer says:

> "Because educational institutions in our society seem to have a residual responsibility for what other institutions leave undone, the colleges have stepped in to organize and sanction such off-campus activity."

Mr. Kramer then compares the role assumed by colleges to the improbability of a Sunday School, for lack of a better advocate, teaching atheism or a gourmet restaurant selling books on dieting. While I could defend both such examples of seeming irony, I had rather assume that the examples are valid paradoxes and simply ask, Why should the academic curriculum be so unlikely a primary source of off-campus (i.e., experiential) learning? A glance at history would suggest that distortion of, rather than adherence to, higher educational tradition has made experiential learning seem less "academic" than more cognitive modes.

Consider the word "academic." The term itself provides a clear signal of this perhaps unsuspected history. Webster's tells us that an "academy" is an institution in which knowledge or skills are taught. And the practical theme of skills has its roots far back in the chronicles, for the Academy, or Akademeia, was the name of the gymnasium in which Plato taught. Imagine that, Plato teaching in a gymnasium! Not so difficult to imagine if one recalls the Greek "whole man" concept and its evidence within the curriculum of the gymnasium.

So now, what is truly academic--the musty odor of the library or the more acrid odor of the locker room? Historical answer: both.

Consider this further bit of etymology. The conceptual basis of the "college" lies in the medieval professional guilds, themselves a revival of Roman custom, wherein men of like skills gathered for mutual benefit. Collegium and universitas denoted the organization of any craftsmen, but history has preserved these words to signify a special association of practitioners--the constituents of an academic community. Thus, both "college" and "university" historically derive from an association with common professional purpose but not necessarily common methods or styles of teaching and learning.

How appropriate then that colleges are recommencing the truly traditional academic function--producing the whole man partly by placing him in the world of affairs. Such a development within higher education relieves the second tension of which Mr. Kramer speaks: that tension which "lies between wishing to blur the distinction between the real world and the academy and the counter wish to reaffirm it." One releases that tension by literally defining it away on historical grounds.

Though originally ignorant of the historical judtification, the North Carolina Internship Office, of which I am a part, has for four years now accepted by experience and reason the fact that a practical context can provide a valid academic learning experience. It has further postulated that especially any public agency can maximize its value by accepting a service-learning intern: one who has a welldefined public-need-based task and who has articulated conscious learning objectives for himself and to his educational institution. Ideally he is supported by a work supervisor, a faculty liasion, and his own peers. I am sure this conference will provide at other times the opportunity for you individually to view material we at the North Carolina Internship Office have developed to support the service-learning concept. I do wish to add specifically that our experiential concept emphasizes careful planning, continuous academic support, and concrete evaluation of the given internship.

Raising the issue of evaluation carries me to the other major point of Mr. Kramer's address that I wish to discuss. He makes a timely observation in noting the increased pressure but, more important, need, for those of us in experiential learning to develop meaningful evaluation procedures. I say "meaningful" rather than "academically respectable" because accreditation under a cognitively oriented accreditation system, such as we now have, would seem frequently incompatible with the learning data input. Put simply, a grading system and a grader accustomed to measure recall, organization, and manipulation of information becomes inadequate to measure the progress of a student with those skills in a big-and-complex-as-life situation.

The most sophisticated study of learning in experiential settings that I know of is a treatise by David Kiel called "Student Learning Through Community Involvement." It is available in limited quantities through our office.

As for the evaluative mechanisms of learning contracts, portfolios, and journals to which Mr. Kramer alludes with reservation, there is some perhaps useful comment in our publication "A Notebook on Service-Learning." I cite these documents not necessarily out of pride but in hopes that you will reciprocate with resource leads when our paths cross this weekend.

COMMENTS DURING RESPONSE AND DISCUSSION

1. Phrase "flesh reflection" of Dr. Petrek has a particular appeal for me; something like H.G. Wells comment about the "primary learning experience" (ultimate, visceral learning)--that "some people fudge and sidestep their way through life so that their first encounter with a primary learning experience is in the sweat of their own deathbed."

2. My basic formula for a field experience:

Overt performance + substantial degree in newness of environment = field experience

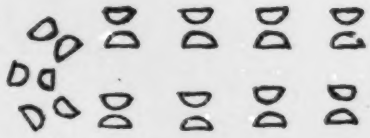
This could include structured on-campus environments, attending other schools and travels as well as the more obvious internships and field term.

WORKSHOP I: PREPARATION FOR FIELD EXPERIENCE

Leader: Dr. John Duley

Recorder: Loren Kramer

The seating arrangement set the stage for exploring the preparation needed for a cross-cultural experience.



There was general milling around before the sessions formally began, people in and out, people standing not sitting. After a while, the leader asked everyone to find a seat and asked for response to the arrangement and feeling it produced:

disorientation
had different expectations of the workshop than fit the arrangement
that confrontation was expected
that we were all expected to get involved but we didn't know in what way it would break down the cohesiveness of the group
feeling a bit uneasy
feelings of hostility and anxiety
(quite a few people came into the room for the sake of the workshop but left. Most returned later on.)

In this manner individual's reactions to disorientation were drawn out.

New arrangement of chairs: horseshoe formation with 15 chairs in the curve plus one chair facing the horseshoe situated at the open end of the formation. (The rest of the workshop participants sat around the outside of the formation.) Enter a male and two females clothed only in cloth wrappings and beads, take position at the single chair at the open end of the formation, and proceed to role play-simulate a greeting communication with the 15 "visitors" to their "culture Their "culture" was represented not only by the clothing but also a different language, form of greeting, sharing of drink, and choice of their favorite from amongst the "visitors." The three of the "albatrosian" culture presented a consistent atmosphere of "strange culture", which stimulated mixed responses and reactions. The remainder of the workshop was a seminar in the pros and cons of this exercise in preparing people for a cross-cultural experience, and some criteria for effective preparation.

Pros and cons of this role playing exercise

The role playing did provide a participating medium (for the 15 only).

The question of artificiality vs. reality was discussed at length. Some felt it turned them off because it was obviously a representation of a culture by people not of that culture. The majority felt that it was done well enough to achieve effective participation which stimulated real emotions--anxiety fear, friendship, warmth, superiority, withdrawl, etc.-- the purpose of the exercise.

Question: Could the exercise be real if these three, obvious Americans (who are notorious for being manipulative and controlling), weren't of the culture being represented?

Rationalization: It isn't important as long as it brings out real emotions like those felt in actual cross-cultural experience.

Question: Could the exercise be at all real when there was a question of whether "we" were visiting "them" or "they" were visiting "us"?

Rationalization: Again, the emotions and resulting interaction are the test--in general, it worked.

For some the exercise brought out negative reactions due to the prospects of being manipulated by these three.

Question: Is role playing a valid exercise for effective preparation for involvement since it reinforces a we-they relationship?

Rationalization: Role playing is like "starting fresh"; like a child, knowing nothing initially. Also the essential value of role playing is in the discussions following it.

In one of the discussion groups considerable discussion centered on the question of whether there, in fact, is a need for preparation: the question of whether the whole purpose in field experience is experiencing (thus no need for preparation) or a form of "structured" learning (thus a definite need for preparation).

Criteria for Preparation

Determine where the group is at, what tools are needed and their sequence. Provide opportunities for:

1) skill development, such as observation
2) participation
3) emotional responses
4) developing emotional muscle (controlling and directing one's emotions)
5) making choices
6) clarifying values
7) understanding of group dynamics

The role playing-simulation exercise and subsequent seminar was led by Anne Janeway, Mary Burdick, and Les Long, of the School for International Training, Brattleboro, Vermont.

Recommendations

Gather and provide model of preparational and orientation procedures, present and past, and evaluative responses to these styles and procedures.

In future conferences, provide more demonstration/involvement sessions and fewer lectures.

WORKSHOP II: FIELD EXPERIENCE OBJECTIVES AND THEIR EVALUATIONS

Royce. S. Pitkin

Respondents: Bernard Charles
Philip Singer

Recorder: Donald Richards

Dr. Pitkin opened the workshop by attempting to define field education. He began with John Dewey's concept of experience. Experience seeks change. Experience is separated from activity by feedback, "the return wave of consequences flowing from it (experience)." Experience must include learning something.

Field experience was defined as experience away from the college in the wider society. The challenge for educational institutions is to enable teacher-advisors to create environments where the student may have a wealth of experiences in the sense defined above.

Six criteria for evaluating the desirability of a field experience from the student point of view were suggested.

1) The opportunity for new experience; the opportunity to test thought by action.
2) Stimulate thinking.
3) Add to one's knowledge. Here special emphasis was placed on knowledge of other peoples and cultures.
4) Add to one's own sense of dignity and self-worth by providing the student with a placement that has social significance.
5) Provide the student with opportunities to test and develop his abilities as a decision-maker and problem solver.
6) Aid in the development of a life-style.

Finally it was noted that field experience education also provided the student with the opportunity to explore vocational possibilities.

In the area of evaluation, as in other areas, it was stressed that our difficulties were the difficulties of the educational world at large. No one knows very much about how the on-campus experience can be justly evaluated. Dr. Pitkin stressed the personal nature of the evaluation, stating that he sought to rely as much as possible on what the student had to say about his experience. He did suggest four questions which student and advisor should both consider in the process of evaluations:

1) Has the experience added meaning to one's life? How?

2) Has knowledge been acquired. Knowledge here is applied knowledge within the subject area of the field experience in contrast to personal insights which may also be derived from the experience.
3) Does the student's report indicate evidence of growth.
4) Has there been a general appraisal.

Dr. Pitkin devoted the remainder of his presentation to concrete experience as an advisor to students in off-campus projects. We shall not attempt to recount every experience here. The problems raised were familiar ones to the audience, consisting primarily of college field advisors. For the record, there was some impatience with this portion of Dr. Pitkin's talk.

Dr. Singer's response may be constructed around two themes; experiential education is a response to the discontinuity of American education; and the fact that we are now beginning the routinization and bureaucratization of experiential education.

Dr. Singer argued in favor of evaluation by solely external standards. This necessitates a clear understanding of just what the students are doing. If the students are doing participant-observation, then we can build from existing criteria. Anthropology and the Health field provide models. Here is our starting point.

The discontinuity of American education brings students and faculty together in pursuit of an alternative. The student seeks a meaningful education for an adult life. The educator, in his effort to provide service, is part of a developing new profession made up of people whose primary responsibility is to field education. We are at this conference because of the need and because, given its growth, the process of providing opportunities is becoming more structured. This, we must accept and understand rather than rise up in arms over this development.

Our second respondent, Dr. Bernard Charles, opened by stressing his institution's orientation. Livingston College is an urban institution serving an urban student body that is less affluent than most. Black and Latin students account for over half of the school's student body. Dr. Charles added another criteria to those of Dr. Pitkin; Has the field experience been of value to the community or agency involved? There was an immediate and very positive reponse on the part of the audience to the introduction of this new criteria. Evidently this has been the concern of many in the audience but hasn't yet been properly aired.

Dr. Charles also stressed the fact that many of his students needed stipends in order to make experiential education feasible. At the same time, he made note of the fact that it is quite discriminatory to place students only in the agencies that pay the most. These agencies may need students less than smaller low-budget community organizations. Livingston's solution is to have all the agencies using students pool the money they pay students and Livingston College then determines how these funds will be disbursed.

A final issue involves the problem of assessing placement sites. Many urban students have been in a position where they have been ripped-off by the very agencies or agencies similar to those which now seek their services. Obviously students are reluctant to invest their skills in the work of such agencies. If academia is at all effective, it is putting some muscle behind the projects it supports. Clearly we must accept this fact and by thinking clearly and thoroughly, accept more willingly responsibility for the social implications of what we do.

Audience response was varied and stuck pretty closely to the points made by the speakers. Several significant conclusions may be drawn. The idea that a new profession was developing received a great deal of support. Concern with the student's benefit to the community was also apparent. But the sentiment most in evidence was that agencies and colleges had to close the gap between their respective expectations of the student's role in the field. Finally, workshop participants frequently expressed the need to get together with people in similar roles elsewhere.

A few editorial comments; The workshop generated some significant general concerns but several needs became apparent. Primarily there was a need to break down into groups. We need to take our general ideas and develop hypotheses that will be tested. This will necessitate more follow up. Some interchange of ideas and results between conferences seems essential. Some form of written communication like a news letter would be valuable.

Communication from Dr. Philip Singer,
Chairman, Allport College, Oakland University

I would like to take this opportunity to tell you some of my impressions of the conference and the panels in which I participated.

Unlike previous conference involved with "inner colleges" or experimental colleges" this particular conference seemed to be dominated by the managerial class rather than students. Indeed, when Dr. Pitkin made his address and was interrupted by a member of the audience who said that he felt that the participants had not come to hear him discourse at length, the audience indicated that they wanted to hear Dr. Pitkin and did not want to break down into the "group" sessions which have been so typical of these types of conferences. This response indicated to me the growing maturity or institution-building process in connection with field experience education.

It seems to me, and I am not being facetious here, that a very good Masters or Doctorate dissertation could now be written on the "The Co-optation, Routinization and Bureaucratization into the University Establishment of the Field Work Experience." I believe the movement is sufficiently recent (5-7 years) for a genuine piece of research to be done here.

I was particularly struck by the number and range of disciplines represented by this new managerial class of university educator. Apparently we are now seeing the on-the-job professionalization of educators who realize that the field experience is going to be with us for the foreseeable future.

It may be a mistake to continue to demand and look for a generalized evaluation for all such experiences. I am reminded of the fact that each of us in our own disciplines, anthropology, political science, sociology, etc., evaluate students within our own frame of reference and this will vary from instructor to instructor without reference to any common departmental baseline, except in the case of large introductory courses which are graded on a curve. What the conference seemed to be doing was trying to establish a baseline of "normality", "conformity" which would be set by the Society and against which we would then go back to our universities and colleges and then set our own individual evaluations. There is a real danger that in institutionalizing ourselves, we will set artificial evaluation baselines which will renew the tension between the anarchy/desire of the student who must, in the end, put it together himself and, the acceptable, sanctioned institutional reference of the college.

Pitkin spoke of his criteria for evaluation and mentioned the following: - meaning, knowledge, change-growth and self-appraisal. These are criteria for successful psychoanalysis therapy. I say this because Pitkin emphasized these criteria in connection with an internal evaluation by the student. However, I feel that field experience should not be internal therapy and that our criteria must be external. Therfore I believe that every field experience should consist of two parts: (1) a description as accurate as possible of what went on in the field experience, and (2) a description of that experience within the context of the relevant literature. Grading, of course, will be done by the individual professor. If we do not adopt this external approach then field experience will be inventing the emotional wheel all over again for every individual.

I had the feeling that many of us were about to develop a new sturm und drang adolescent discontinuous stage in human growth and involvement with our concern for evaluation and emotional growth. This phase was once considered to be from puberty to about eighteen years. We are now extending this from eighteen to about twenty-five years. This seems fairly typical of American educational characteristics in the social sciences and humanities, where on the one hand we wish to encourage emotional growth and development, but on the other hand we are not prepared to "let go" and apply external, adult sanctions and evaluation procedures.

As the discussions developed in the large session and in the smaller groups, I had the feeling that America at large is now becoming a vast anthropological field station. In that connection I feel there will be increasing negative reactions just as the American Indians have finally revolted against an anthropologist in every teepee and as foreign countries have now set up barriers to field experience.

It is clear, to me at least, that we will be increasingly facing programs of ethical behavior for ourselves and our students in field situations. It may be wise for the Society to consider drafting a code of field experience education ethics using the model of the American Anthropologists and the Society for Applied Anthropology.

Finally, you suggested in the plenary session that one purpose of the field experience education is to motivate students who are not motivated and that the field experience opportunity may result in making non-students with hidden agendas into students. I do not think that this should be the purpose of the Society. Nor do I think that field experience is necessarily the way to inspire the teen-ager to thirst after knowledge. Many students will be good students without such an experience.

WORKSHOP IV: POST FIELD FOLLOW-UP

Chaired by Nick Royal
Recorder: Paul Conner

In their opening remarks, the panelists made the following observation:

Nick Royal, Coordinator of Field Programs at Merrill College of the University of California at Santa Cruz, emphasized the usefulness of student returnees as resource persons, with their contributions being closely tied in with the institution's academic programs. To facilitate this, Merrill College rotates all its faculty into terms of service on the campus committee that oversees field programs. (see attached paper.)

Edward Davidson, Director of the Office of Academic Studies at the Smithsonian Institution, recommended that faculty keep in close touch with students while they are in the field, to prepare the way efficiently for the student's post-field contributions. On return, students should especially be used to educate the faculty. To insure a post-return contribution, students should be prepared from the outset of their field work to prepare for the possibility of failure. An alert faculty can help students realize that "failure" can be educational.

Nat Schwartz, Student, New College, Sarasota, Florida, pointed out that faculty members usually have little understanding or appreciation of what the students experienced in the field and have little interest in learning afterward about the students' experiences. This can be counterbalanced if the institution makes definite plans on how to use the student after his field work is completed.

Frank Dobyns, until recently the Training Director for the Community Development Foundation, agreed that student returnees were often ignored and went on to observe that it is difficult to "marry" an orthodox institution, a field agency, and a student. Part of the solution is to ask the questions, "What's in it for the professor?", and "How can the field agency benefit?"

Paul Conner, President of InterFuture, indicated that students should have a range of post-return possibilities from which to choose, but that this choice should be made before the field work even begins. For example, those InterFuture students who return to direct undergraduate seminars on their respective campuses, start planning their seminars before embarking on their cross-cultural experiences, so that, while in the field, they can gather appropriate materials for written, oral, and audio-visual presentation.

After the panelists had spoken, the workshop divided itself into small groups for more intimate discussion of these issues. Some of the highlights of their conversations may be summarized as follows:

1. Plans for the follow-up should be developed in cooperation with the field agency which is supervising the student's work.

   Professors are generally uninterested in what the student has done in the field, whereas the field project itself may suggest particularly useful types of community-action or campus-project follow-up which faculty and field agency personnel could cooperate to facilitate.

   The faculty nose should be rubbed in the dirt of field exposure; he should go into the field to observe his students at work and talk to the agency personnel. If meetings are held of academic and professional staff for liaison, they should be held in the field as often as on campus. Perhaps SFEE can learn more from academics in professional schools, who have more experience in on-the job- training programs for their advisees in the field and have little interest in being bothered by the student when he returns. Coordinated planning toward a follow-up goal (like a seminar, action project, or publication) could overcome this apathy and waste.

2. Follow-up contains at least two valuable elements -- evaluation and sharing.

   Academic and field staffs should confer after each field experience to evaluate it. Often, word does not get back to a school of the exceptionally useful or miserable job a student has made. Students, too, should have the chance to evaluate the program in debriefing sessions, possibly with other students who have had similar exposure. Some campuses have had seminars composed of returnees, who devote an extended period to comparing and analyzing their respective field experiences.

   Opportunity should be given returnees to tell the campus community about their experiences, in a formal, pre-planned setting -- like a seminar, symposium, or visits to relevant classes to make presentations. The student needs to feel there are persons sufficiently interested in his work that he will be given a forum of his own afterward from which he can educate administrators, teachers, and other students.

3. Follow-up must be adequately financed.

   If there are to be post-return seminars, evaluations, and community action projects, they will probably cost money. This can be obtained, even in this time of tight budgets, with the help of ingenuity and salesmanship.

One must first discover what it is that impresses each of the administrators or trustees who has a say in budgeting. If some are impressed by quantitative evaluations, "before and after" attitudinal tests might be administered to students verifying whether their experiences have made them more aware, knowledgeable, humane, internationalist, and tolerant. These are used, for example, at Johnston College, Redlands University, Redlands, California.

If the institution is highly oriented toward faculty research it might be possible to interest some faculty in involving students in projects that would advance the faculty members' scholarly purposes. An adroit coordinator of field studies might pull a fait accompli, launching his project and looking for money afterwards, pointing to constructive field activity in progress as an argument for funding.

Above all, the student returnees are the best salesmen and should be invited to use those talents on return. The campus coordinator can arrange lunchneons teas, and other devices through which top administrators are given personal exposure to articulate returnees. At one InterFuture college, the returned participant annually makes a presentation to the board of trustees.

With an adequate budget comes increasing respect on campus for the field studies coordinator and his program. Fund-raising for future field work, therefore, can be an important by-product of sharing the students' experiences with the campus.

4. Recommendations to SFEE for future conferences.

(a) Include more representatives of field agencies.
(b) Include more representatives from professional schools.

SOME CONCERNS ON AND APPROACHES TO THE ISSUE OF FIELD STUDY FOLLOW-UP

The topic of Field Study Follow-Up is one that has special interest for the Merrill Field Study Program, since the Field Committee, the governing body for the Merrill Field Program has begun to give real thought to this area of our field program during this past school year.

The concerns outlined below in one sense are very personally related to the Merrill Field Program, but it is hoped that the reader will be able to relate to the issues, problems, and questions raised and find something here that will have some value for the program with which he or she is affiliated.

A. SOME BACKGROUND INFORMATION ABOUT THE MERRILL FIELD PROGRAM

Merrill College is one of now eight colleges at the newest University of California campus, the University of California at Santa Cruz. Each College has a theme or emphasis which receives varying amounts of attention by faculty and students depending upon each individual college.

Merrill College opened up in the Fall of 1968 with a focus on social change in the world today and relationships between the developed and developing areas in the world. Tied in with this focus was the idea that field work was to play an important role in the education of students who attend Merrill College. Below are excerpts from the 1968 University catalogue describing Merrill College and its emphasis.

> Change is an essential feature of the world that concerns the College.
>
> If that concern is to be intelligent, and lead to useful action, it will call for disciplined study study of the liberal arts and sciences.
>
> If problems of change and intelligent action are to be understood, it will be useful to experience them.
>
> The poverty of two-thirds of the world's people will be a primary concern of Merrill College. We shall be interested in understaning technology and its effects on growth, as well as in what comprises an equitable distribution of the world's product. We will be equally concerned with related problems our society shares with the world: prejudice, alienation, and mismanagement of power, environment, and human rights. The College intends for students to learn in the classroom about such problems. It also intends that they be capable of responding to them with constructive action.

> It is expected that most students in the College will devote a substaintial period, sometime following the freshman year, to full-time work and study in the field. For some this might mean six months with migrant workers in California, for others a year in a community development project in Peru or a primary school in Upper Volta. It will be a function of the College to attempt to prepare students for such work, including preparation in relevant foreign languages.

That Fall of '68 the College started as the "Third World" College and with the idea, on the part of the in-coming student body, that there would be a variety of Field Study possibilities from the moment the students enrolled that Fall Quarter. As it was to become evident, the theme of the College was to cause a lot of soul-searching and the Field Program initially was non-existent. One of the unique things about the College though, was its focus and the tying in of field study to that focus. When I started working with Merrill students during the Fall of 1969, there had been some part-time field work developed and a few students had been out on full-time field work.

Probably two key aspects of the Merrill Field Program which developed my first year at Merrill were the Field Committee hammering out policy on credit and philosophy and the development of petitioning guidelines. The Field Committee is formally made up of four students (each of whom have usually done full-time field work); four faculty members; the provost; and the Field Program staff (myself and the assistant). There is a problem when one's committee changes each year, with continuity, but also there is a strength in that sooner or later all Merrill faculty will have served on the Field Committee and will have become "educated" to the concerns of the Field Program. (Part of the "education," for example, is in the need for faculty members to become aware of the problems that students face when they return to Merrill and USCS after intense field study experiences, and the need to help students integrate their field work with their academic work after they have returned.)

The petitioning process was also refined from the first year of the College's operation. The present petition, developed that year, asks not only what the student plans to do, but how he or she is going to work out preparation and how the project fits into the student's academic life at USCS. The latter aspect deals with how the student plans to integrate his or her field work into the work that he or she will be doing on return to Santa Cruz. However, at the same time, for several years at least, we seemed so busy approving field study petitions and working out our general philosophy, we did not take time to give much thought to the subject of various forms of post field work meetings and seminars.

At the end of last year the need for more systematic follow-up was felt. The following comment by Professor Terry Burke, last year's Chairman of the Field Committee, alludes to this. In a closing Chirman's memo to me he wrote:

> Post field work follow through: This is an area where we still have not developed anything like an adequate response to the felt needs of many students. Students return from a full-time field project burning with the desire to communicate to others what it had they had seen and experienced. More often than not, they end up frustrated in this endeavor. I would strongly encourage continuation of the experiental program we began in the Spring ('72) of presentations by students who have returned from long-term projects.

B. THE FIELD PROGRAM ADDRESSES ITSELF TO THE QUESTION OF FOLLOW-UP

As I look back on my three years with the Merrill Field Program, it does not seem until last year, Winter and Spring Quarters of 1972, that the Field Committee really began to think about the issue of follow-up for students who had returned from full time domestic and foreign field study placements. Below is a memo which Frank Smith, then Field Program Assistant sent our to the Field Committee members in February 1972 entitled, "The Establishment of Priorities":

> I propose that the Merrill Field Committee set up a concrete list of priorities in order that we can, both as a committee and as personnel in the Field Office (Nick and Myself) determine where we want to go and whether we are getting there.
>
> A concrete list of priorities implies that we can; 1) exert energy on a point or issues, and that we can 2) measure and evaluate our progress. Some ideas I have as to priorities are:
>
> 1. the newsletter--how to improve it--how to enlist the help of students;
> 2. the reorientation seminars for returned students;
> 3. the development of new projects that are in response to the "social crisis" Mike refers to;
> 4. spreading the word about the program through special evening gatherings and meetings;
> 5. the creation of a resource center for the generation of skill workshops;
> 6. the writing of a more expressive and acceptable statement of philosophy.

In one sense it represents the endless debates and discussions the Merrill Field Committee has regarding the goals of the Field Program and how best to carry out these goals. Item number 2, the reorientation seminars, was beginning to receive more attention in our thinking about the total Field Program. Throughout the year a number of reasons were given for why follow-up of some sort is important, and in particular, what reorientation seminars might accomplish. Below are some of the reasons mentioned throughout our meetings for why formal and informal follow-up for returnees would be worthwhile:

- A student who has returned from field work is a potential resource to the Merrill College community. I.e.; that student may be very willing to come into classes where the field work relates and talk with the class, or he or she may be willing to have an informal "rap" session with a group of students in one of the living units of the dorm. The returnee may be helpful in helping another student plan out a similar field study project. Finally, some students who have returned from an extremely valuable experience may want to teach a "Student Directed Seminar" which would mean putting together an academic course and making it available to other Merrill students.
  Field study involves real and unique learning that traditionally has not been give much recognition in the classroom.
- Students should be given the opportunity to come to grips with what their field work has meant now that they are back on campus. This would involve either informal "rap" sessions or a specific course analyzing the field experience which allows students to reflect with other students and faculty members on the nature of their field experiences in a variety of terms. (For example: personal, academic, political, etc.)

In a paper, by Allan O. Pfnister*, dealing with an analysis of a Study-Service term for a mid-western college in Costa Rica, the author cites the problem students have returning to their campuses after having participated in a program away from their colleges, and their problems in relating that learning to what happens back at their schools:

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* "The Evaluation of Overseas Study Progams: Two Case Studies (Central America and Spain)" by Allan Pfnister, Occasional Papers in Higher Education, No. 1, (Feb. 1972), School of Education, University of Denver, p. 12.

> One of the complaints of students who have participated in the junior year abroad or some other experience is that although they return to the campus excited about the experiences they have had, they find it almost impossible to communicate these experiences to students on campus who have not shared similar experiences. Indeed they find a certain resistance from their fellow students and faculty, to their recounting their overseas experiences. After several rebuffs they cease trying to communicate to others, and in time the experience itself fades into the background as a pleasant memory.

Although it was hard to determine the extent to which our students who returned from field study found themselves isolated and unable to find people interested in hearing what they had to say, there certainly is some truth in the description of problems for returning students described by Allan Pfnister. It was felt by members on the Field Committee that encouraging students to share their experiences with interested persons, groups, or classes, and structuring sessions that would specifically require students to look at their field experiences, were both concerns that the Field Program should focus on.

- Students who have done full time field study in a very real sense have done something special and are unique resources for the College and thus should be recognized in some way or a series of ways. In the past this has taken the form of an annual dinner at the Provost's house for students who have done full-time field work that year and "College Honors" for some graduating students who have made excellent use of their field experiences. Again, the idea here is that doing field work has a special quality to it, and that we should recognize those students who have taken part in it.

C. MODELS FOR STRUCTURING FOLLOW-UP IN A FIELD PROGRAM

At this point something should be said about models for structuring follow-up in a field program. As pointed out in this paper, we have arrived at the need for follow-up and approaches to it over a period of several years. Our approach is a multifaceted one and one that has grown out of the development of our Field Program as it grows with our new College.

One model, with certain advantages, is described in a handbook for the Field Study Program of Justin Morrill College.* From what I gather by reading the handbook, everyone at Justin Morrill is required to do one term of field work before they graduate. (At Merrill College, the Field Committee does not require everyone to do Merrill Field Study, although the College assumes that many students will do some sort of field work before they graduate.)

The field term at Justin Morrill is preceded by a Preparation Seminar and followed by a Return Seminar, both consisting of weekly meetings of around six weeks in duration. Both of these seminars have fairly specific goals, and the goals for the Return Seminar are stated below:

> During the Return Seminar the staff:
> Helps the students relate their intuitive responses to the Field study to an intellectual understanding of it.
> Helps the students use the experience as a source of knowledge about themselves and other cultures.

Although the Merrill Field Program does not follow the model above, I find this one to be a very useful one and one in which follow-up is structured into the total field experience. The handbook points out to the reader that credit is not completed until the student has taken the Return Seminar and followed through on the requirement of that seminar.

The Merrill Field Program is at the point now where the Committee members feel that follow-up is very important. Although we do not require all students returning from field work to take a post-field work seminar such as is done at Justin Morrill, we are trying to see that students are not just thrown back into the academic and social life of Merrill College and the University without being able to draw upon their field experiences. Instead we try to provide a variety of alternatives for the interested student.

Below are a number of organized and not-so-organized activities which are aimed both at involving the returning student in the life of the College as a resource and at helping that student deal with the meaning of his field work when back as Merrill:

- A student can do an evening presentation related to his or her field study project. This can be used as a means both of recruiting interested students and allowing the returning student to talk about his experiences.

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* The "Justin Morrill College Field Study" handbook was put together by Director John Duley, and his staff for their Field Study Program. Justin Morrill College is one of several experimental colleges at Michigan State University.

- Students who are interested can speak to classes which are dealing with topics which relate to their field work. One class where this is especially useful is the Merrill course, "Social Change in the Third World" which is taken by most frreshmen. Because mnay of the full-time field work projects are in Third World areas, students who have returned from field work are excellent resources. At the beginning of each school year I prepare a list for the Merrill faculty of students who have done full-time field study, and who are thus potential resources for classes.
- The student can incorporate his or her findings from the field study in a senior thesis or senior project. Although not many student do this, students who have created an independent major with field study as an intergral part of that major will often do their field work through the Merrill Field Program and then incorporate research from their field work in their senior thesis or project.
- A course or a series of courses related fairly closely to a field project can be taken. Some of the courses which come immediately to my mind, are: "Urbanization Politics," "Poverty and the Law," and a seminar on the Philippines.
- Involvement with the Merrill 120 course, "Preparation for Cross-Cultural Experience" (which is required of students planning to go on full time field study through the Merrill Field Program) can mean either being a resource person for a particular discussion session or becoming a student Teaching Assistant for the course.
- The student who would like to analyze his or her field experience in a class setting can take Merrill 121, "Analysis of Field Experience." This year Merrill College has added this new course, and a similar course is available through the Community Studies Department at UCSC. The "Community Studies" major at UCSC has a post-field work analysis class which combines reading, discussion, and the writing of papers.*
- The description for the Merrill course reads as follows:

  This course is aimed at providing students who have done full time field work in a community wither in the U.S. or abroad, through the Merrill Field Program, the opportunity to analyze in an intellectual framework the nature, goals, and processes of field study.

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* One of the interesting aspects of the course is that students are required to write three assigned papers and one free choice paper. The required topics include; an organizational analysis of the community or agency with which the student worked; an empathy study of one person in the community the student got to know well; a discussion of the role of the outsider (the student) in entering and adjusting to the community; and a description and analysis of a critical incident/crisis situation that occured during the period of field study.

Along with having students evaluate their individual field study experiences, the course looks towsrd the preparation course, Merrill 120, and how that course can be strengthened and made more relevant. (A copy of the "Tentative Syllabus for Merrill 121" is available with this position paper.

- A related approach to the Merrill 121 course, for the students who have returned from the Israel Kibbutz Program is a series of informal seminars (five of them through the Fall Quarter) which are required of students who are back at UCSC from that field study. These discussion sessions allow for both general "rapping" and focusing in on particular topics. Since some of the students from this group will help with the preparation for the next Israel program, it also gives us a chance to think about suggestions and preparation for next year's group going to live in Israel.

How have students who have completed full-time field study seen the aspect of follow-up and reentry into the academic life of the College? Students who responded to a questionnaire I sent out had a variety of comments to make:

> Although I am not an enrolled student this quarter, I am involved in a seminar with Karlene Faith ("analysis of Field Experience"). Some of the positive aspects of this class are, being able to relate your field experience with other returning people; the unanimous feeling that most people going on field study are not properly equipped; the desire to examine the validity of the Field Program in terms of the political implications of involving students in the social/ cultural lives of Third World peoples; and lastly, the prospects of putting together a manual which hopefully will answer or at least pose these questions and more to students planning on a field experience.

...

I am extremely pleased with how I have managed to integrate last year's field experience with my course work this quarter. Involvement in Karlene's class (Merrill 121) is a much needed experience as it is helping me to evaluate and reevaluate my personal experiences as well as the whole concept of field work in general. It's good to be in a group of people who have shared similar experiences and compare impressions, reactions, etc. I'm quite surprised at how diverse reactions are!

I am also taking Professor David Sweet's Introduction to Latin American History course--I am finding it extremely enjoyable and meaningful as my travels have given me a good feeling for many of the places we are studying. Also, the course is adding new dimensions to my understanding of Latin America and specifically the area in which I lived.

Working with Professor Tony Link on an independent study on the basic concepts of nutrition (from a biochemical viewpoint) is also directly applicable to my experiences in Cuzo.

All in all, last year's experiences are making my courses this year seem very relevant. Field work has also helped me to better define my future plans.

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I was on the Israel field program, Summer and Fall 1970. I can't really say that I have integrated what I did on my field study to my other studies at UCSC; however, my field experience has certainly affected my life in Santa Cruz as far as the people whom I associate with, and, to a certain extent, the ectivities in which I take part. I think that one reason for this "lack of integration" is that I never really viewed my "Israeli Experience" as an academic experience, but more as an interim period between studies--a time to get away and just try to experience a different kind of life. I have taken part in a few orientation programs for people thinking about going on the program, and have certainly talked individually with people going to Israel.

I am not disappointed in what happened after coming back to Santa Cruz. I cannot speak for other full time field study programs, but I feel that it was inherent in the Israel group (certainly in our particular group), that we ourselves kept together, talked about the program, evaluated it etc. I also think there was enough coordination between those students who have been on the program and the Field

Study Office in efforts to try to make the field experience an even more valuable one.

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I also felt it important that those who had participated in the program, and gotten so much out of the whole Merrill Field Program, give something back in return. For this reason I became involved with recruiting more students for the following two groups. Last Winter Quarter I was the T.A. for a class in preparation that the students had to participate in in order to go to Israel. It was really interesting to me, because my experience in Israel generated a lot of interest in books and reading about Israel, that I never had before I spent time there. I feel that every student should have as a part of his involvement in field study a commitment to the program upon return.

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My interests changed and I've taken no related courses.

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I am taking a course in "Urbanization and Politics" which my field study did not deal with directly but gives me a new perspective on migration from rural to urban areas which I would not have had if I had not gone to Crystal City. I am majoring in Community Studies and will be doing another field study but without credit. I feel that Crystal City gave me a new insight into this kind of work and where I would be best suited to work in the future.

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Upon return to UCSC I gave a lecture (slides) to interested people. Over the summer I took "African Philosophy" from Abdu Kasozi and found I could add a lot to the class after my trip. Also was motivated to take "Anthro. 1" and do serious sketching work with an eye to getting a job in the field, returning to Africa. Currently I am assembling slides and a small paper for the Third World Teaching Resource Center.

Basically I feel the field study definitely deepened and changed my orientation to school. I feel it was more meaningful than a great deal else I did in school, and will continue to be on a long term basis. Since then much of my effort in school has been directly concerned with developing the possibility of returning to Africa or traveling elsewhere, especially in an area not completely Westernized. It also developed in me an interest in languages hard to satisfy for west Africa, as languages are so localized. Ideally I would like to take a Yoruba course, and may eventually do so in UCLA.

I would be happy to be used as a resource although my time is limited and I couldn't commit myself to a lot of work. In general I feel the field program has been supportive since I returned. It seems especially necessary to release the ideas and emotions which build up during a field experience, especially with people who have also done something similar. I found this more rewarding just with one or two people so tended to shy away from large meetings.

D. SOME QUESTIONS WHICH CONCERN THE MERRILL FIELD PROGRAM

1. Should some sort of post field study class or seminar be required of every student who has done full-time field work? Should everyone be asked to take the same seminar, or should a variety of options be Offereed? In what ways can post field study follow-up be structured so that students take part in it?

2. How can the field program and college help the student in his or her own assessment of the experience?

3. What changes does field work trigger in the individual--intellectually, morally, politically? What support can be given to returning students in these deeply personal commitments?

4. How can the student's experiential learning be shared with the rest of the college? (In trying to set this up, how structured should this be? I.e., "rap" sessions; speaking to classes; student-directed seminar, etc.)

5. What is the faculty's role in follow-up? Ideally they could be very helpful (and might learn from students who have returned from field work), but the problems related to getting faculty to take an active role in supervising students while on field work, point to the fact that it may be difficult to get much support from faculty on follow-up.

6. Is there a body of literature, books, articles, films, etc., that might be very hslpful for follow-up? There are really two categories of materials here: one relating to the general topic of follow-up, and the second category relating to materials that would be useful to use with students in a seminar-type setting.

TATIVE SYLLABUS--MERRILL 121 (ANALYSIS OF FIELD EXPERIENCE)-FALL 972

1. The stated purpose of the seminar is to "analyze in an intellectual framework the nature, goals, and processes of field study." The Following questions will be considered:

   - What were the motives behind my decision to do field study?
   - What did I hope to accomplish?
   - How were my expectations/hopes failed or fulfilled?
   - What are the justifications for doing field study?
   - What are the negative implications of field study activity?
   - How have my own cultural conditionings affected my field experience?
   - What are the political implications of involving American students in the social/cultural lives of Third World peoples?
   - What is the relationship between my field study experience and U.S. imperialism?
   - How was I significantly prepared for effective work in the field?
   - In what areas was my preparation lacking?

2. Required Readings:

   Cowan, Paul, The Making of an Un-American
   Field Study Reports
   CRV (Committee of Returned Volunteers) Newsletter

3. A solid attempt will be made to define those areas which all field experiences have in common, regardless of the region in which field study was conducted or the nature of the project engaged in. What are the universal problems of field study? How can these problems be alleviated through preparation?

4. Seminar projects:

   - participation in Core Course sections
   - evening presentations of field experience for Merrill community
   - collect ideas for future field projects, i.e., regions and specific projects
   - advise prospective field study applicants
   - prepare a "Preparation and Analyis of Field Study" manual
   - plan Merrill 120, "Preparation for Field Work" to be offered Winter Quarter

5. Collectively we will attempt to define those ways by which our theory and praxis, i.e., classroom and field experience, can be most effectively integrated.

6. The collective responsibility for the siminar will be facilitated to the extent that we know and understand the nature and effects of our individual field experiences. Descriptions and evaluations of field study projects will be xeroxed and distributed among ourselves. A more general analysis statement will be written collectively. The preparation manual will contain individual reports, the analysis statement, information for specific regions and projects, and a comprehensive bibliography.

REPORT ON PLANS FOR A CHICAGO CONSORTIUM

PROBLEM

Service agencies are increasingly bombarded with requests for field experience education opportunities form colleges throughout the nation. At the same time, institutions engaged in field experience education (or seeking to become so involved) are finding increasing difficulty in identifying appropriate service/learning opportunities and administering widespread programs.

We believe that Chicago offers a unique opportunity for the exploration of alternative approaches to experiential learning and productive collaboration between and among agencies and institutions.

PURPOSE

To facilitate the establishment of institutional relationships between educational organizations (local and out-of-town) and service agencies (public and private) for the purpose of improving and expanding field experience education in the Chicago area.

FIRST STAGE

To explore the current status of field experience education in metropolitan settings and consider alternative approaches to the expansion and upgrading of such opportunities in the Chicago area.

SECOND STAGE

To arrive at a range of potential key issues and methodologies, which may include:

1. Student housing
2. Orientation of the city/region (for resident and non-resident students)
3. Field placement opportunity bank
4. Academic/practitioner exchanges
5. Objective evaluation/reporting mechanisms
6. Cooperative Administration/supervision
7. Certification of field experience
8. Development of interdisciplinary (problem oriented) service/learning teams
9. Joint supportive academic activities
10. Cooperative project development and funding